



Relationship between school library and academic performance of senior secondary school students in Maiduguri metropolis, Borno state, Nigeria

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General Note



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ABSTRACT

This research work was carried out to determine the relationship between school library and academic performance of senior secondary school students in Maiduguri metropolis, Borno state. Two objectives were raised, one research question was answered and one hypothesis was tested at 0.05 level of significance. Survey research design was used in this study. Purposive sampling technique was used to select a sample of sixteen (16) senior secondary schools within Maiduguri Metropolis out of the seventy six (76) senior secondary schools in Borno state. Frequency count and percentages were used to answer the research question while one way analysis of variance (ANOVA) was used to test the hypothesis. The results revealed that, there was strong positive relationship between school library and students academic performance ($r = 0.711$) in Maiduguri Metropolis, Borno State.

Therefore, the study recommends that Government, school managers and stakeholders should provide schools with modern textbooks/e-libraries facilities to enhance students' academic performance.

1. INTRODUCTION

A school library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. A library's collection includes books, periodicals, newspapers, manuscripts, films, maps, prints, documents among others.

In a study by Haycock, (2011) on connecting British Columbia (Canada) School Libraries and Student Achievement, suggested that an easily accessed, well-funded, well-staffed, well-managed, well-stocked, integrated and heavily used school library correlated to higher student achievement. He further stated that over 20 school library predictor variables as being statistically related to school and student achievement. These included access, staffing, collection, networked technologies, outreach and partnerships with teachers and students, as well as integration and use of the school library. The evidence produced by his study indicates that school libraries contribute measurably to the academic achievement of students, as reflected by their test scores. At all grade levels, test scores tend to be higher where access to school libraries is more flexibly scheduled. Also, finally staffed libraries allow students to spend more time collaborating with classroom teachers to utilize collections that are available. Again, educational technology has become more widely available to augment the local collections and, generally technology now makes it possible to extend access to online resources into the classroom, where better funded and equipped students can use school libraries, both individually and in groups to learn and practice the information literacy skills they will need to excel on tests and as lifelong learners.

Michele, (2003) found that school libraries can have a positive impact, whether measured in terms of reading scores, literacy or learning more generally, on student achievement. There is evidence to show that: a strong school library program that is adequately staffed, resourced and funded can lead to higher student achievement regardless of the socioeconomic or educational levels of the adults in the community. A strong computer network connecting the library's resources to the classroom and laboratories has an impact on student achievement. The quality of the collection has an impact on student learning, test scores are higher when there is higher usage of the school library. Collaborative relationships between classroom teachers and school librarians have a significant impact on learning, particularly in relation to the planning of instructional units, resource collection development, and the provision of professional development for teachers. A print-rich environment leads to more reading, and free voluntary reading is the best predictor of comprehension, vocabulary growth, spelling and grammatical ability and writing style. The extent to which books are borrowed from school libraries shows a strong relationship with reading achievement whereas borrowing from classroom libraries does not. He further stated that, integrating information literacy into the curriculum can improve students' mastery of both content and information-seeking skills thus; a positive difference can be made to student achievement when school libraries cooperate with public libraries. Libraries can make a positive difference to students' self-esteem, confidence, independence and sense of responsibility with regard to their own learning. The impact of school libraries appears strongest at primary and junior high school and weakest at the upper levels of secondary school, although more research is needed to show why this is the case at the senior level. There seem to be insufficient research on subgroups of school library users (particularly students at risk). It is observed that the nature of the contribution that school librarians make to student acquisition of information literacy skills, and the extent to which a school librarian's personal attributes and qualities contribute to student achievement.

Simiyu, (2003) in a study to determine the factors affecting academic performance in secondary schools, established that school factors greatly contribute to the academic performance of the students. The presence of a well-stocked library, relevant and sufficient text books, well trained teachers with pedagogical skills; spacious classrooms are factors that can contribute to good academic performance. He further stated that, secondary schools whether public or private should endeavour to have well stocked libraries, enough reference books, textbooks, trained teachers with pedagogical skills who will give students enough time, and classrooms that are spacious. The presence of a well stocked library in the school was seen as a major factor in the academic success of students. That is, students' performance was affected by the availability of a well stocked library. Few schools have well stocked libraries. What are found in most schools are book stores. Book stores with enough text books and reference books enable students to borrow and read from elsewhere.

In a state-wide study conducted in Ohio, Todd (2003) explored how school libraries support academic achievement by asking students in thirty-nine schools with exemplary libraries (as determined by a panel of experts) to rate forty-eight statements that differentiated ways in which the library may help them. Students rated each question on a Likert-type scale that varied from "the library helped me a little" to "the library was most helpful" and "not applicable." Ratings on a third of the statements indicated that 50 percent or more of the students thought that the library was "most" or "quite" helpful. Since the statements asked students about

how the library helped them do all aspects of their schoolwork, this suggests that the library is directly helping many students with a significant portion of their work. However, the cumulative results from this study are unclear because students were not offered the option of saying that the library did not help them, thereby positively skewing the results. Mkpa (2001) opined that the enthusiasm for funding of such development is lacking. According to several literatures considered in this review, many teachers and administrators are for the most part unaware of the potential of school libraries. It is also suggested that even when they are made aware of this potential, the research used to back this argument up is unpersuasive to them. Some suggestions have been made about how teacher and administrator preparation programmes could be reformed, and about how school library research in the future could be designed to be more convincing, mainly by focusing on smaller scale studies using predominantly qualitative methodologies to provide a greater emotive impact to findings. Such an approach will ultimately require the widespread involvement of school library professionals in carrying out research and self-evaluation. It is against this background that the study seeks to find out the relationship between school library and academic performance of senior secondary school students in Maiduguri metropolis, Borno State.

1.1. Objectives of the study

The objectives of the study are to determine the relationship between:

- 1.The nature of the classrooms in senior secondary schools in Maiduguri Metropolis, Borno State
- 2.School Library and students' academic performance in the West African Senior Secondary School Certificate Examination (WASSCE) in Maiduguri Metropolis, Borno State.

1.2. Research Question

What is the nature of the classrooms in senior secondary schools in Maiduguri Metropolis, Borno State?

1.3. Research Hypothesis

There is no significant relationship between School Library and students' academic performance in the West African Senior Secondary School Certificate Examination (WASSCE) in Maiduguri Metropolis, Borno State.

2. MATERIAL AND METHOD

The research design used in this study was survey correlation research design. Survey according to Nelson and Thomas (1990) is a technique of descriptive research that seeks to determine present practices or opinions of a specified population on one or more variables. This can take the form of questionnaire, interview, observation or normative survey. Purposive sampling technique was used to select a sample of sixteen (16) senior secondary schools within Maiduguri Metropolis out of the seventy six (76) senior secondary schools in Borno state. Frequency count and percentages were used to answer the research question while one way analysis of variance was used to determine the relationship between school library and academic performance of senior secondary school students in Maiduguri metropolis, Borno state.

3. RESULTS

Table 4.2(a) Descriptive statistics showing the percentages of students that got five Credits and above based on availability of school library

Library	N	Mean	S.D	Minimum	Maximum
Adequately equipped	6	77.81	8.21	68.13	86.03
Moderate equipped	5	63.69	5.30	57.87	69.83
Poor equipped	5	38.52	7.13	28.07	47.67

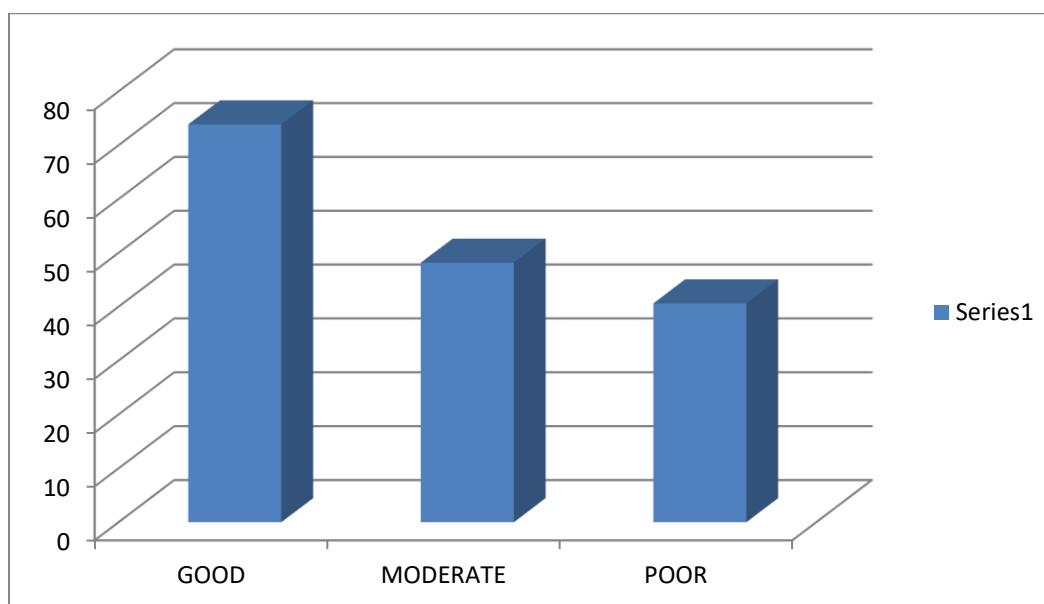


Figure 4.2 Bar chart showing the performance of the students based on the availability of library

The results from table 4.2(a) revealed that, schools with well equipped libraries perform better than their counterparts with mean 77.81 followed by the schools with moderately equipped libraries with mean 63.69% and lastly schools with poorly equipped libraries with mean 38.52. Therefore, libraries have significant influence in students' academic achievement.

Table 4.2(b) One way Analysis of variance on the influence of school libraries on students' academic performance

Sources of variation	Degrees of freedom	Sum of squares	Mean squares	F	p-value
Between groups	2	4393.512	2196.756	44.486	0.00
Within groups	13	636.798	48.984		
Total	15	5030.310			

The results from the above table revealed that there is significant difference between the schools with good libraries, moderate libraries and the schools with poor libraries because the p-value (0.00) is less than the level of significant ($\alpha = 0.05$). A further test (post-hoc) was conducted to determine which of these three variables yield similar results and the result revealed that schools with all the three variables (schools with good libraries, moderate libraries and poor libraries) have different means.

4. DISCUSSION

The findings of the study revealed that there is positive relationship between school library and students academic performance in West African Senior School Certificate Examinations. The findings is in line with the findings of Haycock, (2011) who found out that an easily accessed, well-funded, well-staffed, well-managed, well-stocked, integrated and heavily used school library correlated to higher student achievement. The result also agrees with the findings of Michele, (2003) found that school libraries can have a positive impact, whether measured in terms of reading scores, literacy or learning more generally, on student achievement. He further added that there is evidence to show that: a strong school library program that is adequately staffed, resourced and funded can lead to higher student achievement regardless of the socioeconomic or educational levels of the adults in the community. The result is also in line with the result of Simiyu (2003) who stated that the presence of a well-stocked library, relevant and sufficient text books, well trained teachers with pedagogical skills; spacious classrooms are factors that can contribute to good academic performance.

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